

Inquiry-Based Writing Instruction in English Academic Writing: Critical Literature Review

Yulius Yosef Kasimo^{1*}

English Literature Study Program, Faculty of Law and Social Humanities,
Universitas Flores Ende, Nusa Tenggara Timur, Indonesia

Submitted: 14 Jun 2025

Revised : 23 Apr 2026

Accepted : 30 May 2026

Corresponding e-mail:

[*\)kasimojulius@yahoo.com](mailto:kasimojulius@yahoo.com)

Keywords: *Critical thinking; ESL/EFL teaching and learning; inquiry-based writing; writing instruction.*

Abstract

The objective of this study is to examine the impact of inquiry-based writing instruction on the development of academic writing skills in English as a Second Language (ESL) and English as a Foreign Language (EFL) learners. This research addresses two key questions: What are the outcomes of implementing inquiry-based writing instruction methods? How can inquiry-based writing instruction be effectively integrated into academic writing instruction to enhance learners' writing abilities? This study employed a critical literature review following Snyder's (2019) procedures, in which the data were retrieved from scientific databases, critically evaluated based on methodological rigor, data quality, and source credibility, and synthesized to identify key themes, similarities, differences, contradictions, and gaps in existing research. The analysis of previous studies and other related sources indicates that inquiry-based writing instruction is a crucial factor in developing English academic writing competencies in ESL/EFL learners, particularly effective in developing critical thinking skills, which is a crucial aspect of academic writing. It also addresses the shortcomings of existing academic writing teaching and learning methods and results in improved quality of task accomplishment, coherence, cohesion, lexical resources, grammatical range, and accuracy of academic writing. Further analysis also revealed that the development of critical thinking is achieved through an interrelated process such as engagement, exploration, explanation, elaboration, assessment, and reflection.

INTRODUCTION

Language is defined as the medium of communication, occurring through two primary vehicles (written and spoken language), in which communicators (*speakers or writers*) deliver intended meaning to the communicant (*listeners or readers*). Rao (2017) stated that language enables individuals to express their ideas, thoughts, feelings, and emotions, all of which are

influenced by certain settings, for instance, education, business, management, social culture, economy, and politics. Each type of communication possesses distinctive characteristics, including English academic writing, which is a mandatory competence for successful ESL/EFL learners.

Academic writing serves as an essential competence in ESL/EFL education and the learning process due to the involvement of English linguistic cognition (Srinawati & Alwi, 2020). In written academic communication, writers need to consider the appropriateness and accuracy of linguistic features such as words, phrases, clauses, sentences, paragraphs, texts, and discourse in the field of study to enable him/her to achieve their communicative goals. More specifically, writers are required to master linguistic knowledge and competence, such as specific morphosyntax, semantic, pragmatic, semiotic, stylistic, and discourse analysis in academic contexts. English Academic writing requires metalinguistic science that includes “grammatical knowledge, grammatical accuracy, the identification and naming of grammatical forms” (Myhill et al., 2024), lexicogrammar rules (Jamoom, 2021; Rao, 2017), and syntactical interference (Samingan, 2017). Therefore, writers can apply accurate language structure and standardized terms (instead of idiomatic expressions) for specific contexts being discussed (Mallia, 2017; Khazal, 2019).

Besides linguistic competences, writers should also master cognitive competences. Language in academic writing places considerable emphasis on the functions and meanings (Xudong et al., 2010). As a productive skill, academic writing is an integral component of language proficiency (Khazal, 2019). This is because academic writing is considered a form of an intellectual written product, which involves careful analysis and consideration of ideas, information, and evidence to support claims and arguments. Writers must demonstrate a critical mind and meticulous planning by providing and presenting factual evidence to support their contentions and theses. They should be able to arrange ideas logically (Mallia, 2017; Khazal, 2019). Therefore, a good writer must develop the fundamental skills in English academic writing linguistically as well as cognitively as part of the process of acquiring a second or foreign language as a means of communication.

Based on the above standards for academic writing in English, ESL/EFL learners generally encounter several difficulties. Rao (2017) stated that this particular skill presents significant challenges for those engaged in English language acquisition as a second language or as a foreign language. This includes the use of nominal substitution, repetition, synonyms, verbal substitution, clausal substitution, nominal ellipsis, verbal ellipsis, anaphoric and caraphoric references, and grammatical and lexical collocations. ESL/EFL learners lack linguistic knowledge (Nalliveetil & Mahasneh, 2017) and academic vocabulary stocks (AlMarwani, 2020); thereby experiencing difficulties in paraphrasing sources into their own academic written texts (Maulidia & Sulistyaningrum, 2021). They find it difficult to construct logical and reasonable sentences and text organization (Agustina, 2020; Misbah & Kurniawan, 2019), so achieving standardized text cohesion and coherence becomes a challenge in academic writing (Agustina, 2020; Fatimah & Masduqi, 2017). Moreover, they also lack sociocultural background (Nalliveetil & Mahasneh, 2017) and experience uneasiness in content synthesis (AlMarwani, 2020). Various factors, including pedagogical approaches and teaching English as a second language, need to sufficiently prioritize student-centered learning approaches.

In terms of the morphological aspect, Al Fadda (2012) pointed out that learners cannot differentiate the lexical meaning between spoken and written words; they tend to incorporate non-academic English words. This study was in accordance with the research by Phuket and Othman

(2015); learners are challenged with academic-lexical diction, punctuation, and cohesive devices. Similarly, Ahmad et al. (2023) found that ESL/EFL learners still exhibit morphological errors in the form of omissions, additions, incorrect formations, and incorrect sequences. Thus, Ariyanti (2016) stated that research on the identification of simple and complex grammatical structures and vocabulary has been driven by the goal of helping learners improve the quality and refinement of their writing in English as a second/foreign language. Furthermore, it is critical to emphasize that ESL/EFL learners must possess a high degree of proficiency in literacy learning, critical thinking, and social context, in addition to literacy learning as social practices (Fraser, 2002).

A number of studies have been conducted to address barriers to English academic writing. For examples: improving students' writing skills through collaborative learning (Pardede, 2024; Pratiwi, 2020), a corpus-based approach in academic writing (Taweel, 2020), the role of feedback (AlMarwani, 2020), summarizing strategy (Khazaal, 2019), the use of oral language approaches in developing writing skills (Koross, 2012), the implementation of PLEASE strategy vs. the idea-details strategy (Kurniati et al., 2020). As Pardede (2024) stated, despite the implementation of product-based, genre-based, and process-based methods, ESL/EFL learners still face challenges in enhancing their academic English writing competence. Although previous studies have explored various approaches to addressing ESL/EFL learners' academic writing difficulties, these interventions have largely focused on specific aspects of writing development. Comparatively less attention has been given to inquiry-based writing instruction as an integrated approach that engages learners in the cognitive processes of analyzing, evaluating, synthesizing, and developing ideas and arguments in academic writing.

This study attempted to systematically solve several problems above through the incorporation of Inquiry-based writing instruction. The implementation of inquiry-based writing instruction has been demonstrated to facilitate the development and analysis of ideas among ESL/EFL learners (Myles, 2002), elaborating arguments, connecting supporting sentences with the main idea, and incorporating effective spelling (Wale & Bogale, 2021). In the same vein, this method is the powerful instrument for acquiring English language knowledge and skills in writing (Alghamdi & El-Hasan, 2020) through the systematic process such as "interpretation, analysis, evaluation, synthesize explanation, inference, and self-regulation" (Wale & Bishaw, 2020), or through engagement, exploration, explanation, elaboration, assessment, and reflection (Marshall, 2013). The objective of this study is to comprehensively analyze the implementation of inquiry-based writing instruction in academic English writing. There are two essential questions: What are the effects of implementing inquiry-based writing instruction in developing ESL/EFL learners' competence in English academic writing? Secondly, how can the inquiry-based writing instruction strategy be integrated into the process of English language teaching and learning, especially in academic writing skills?

RESEARCH METHOD

The present study utilized a critical literature review method that aimed to analyze the strengths, weaknesses, contradictions, controversies, and inconsistencies of previous research findings and related topics (Paré & Kitsiou, 2017). A literature review is a form of critical review that involves the analysis and evaluation of various sources on a specific topic. The objective of this study was to furnish readers with a comprehensive overview of the extant research on the

subject and to evaluate the sources that have been studied (Jesson & Lacey, 2006).

In terms of data collection, the researcher methodically selected literature sources relevant to the research topic, including scientific journals, books, and articles. Researchers utilize online databases, digital libraries, and scientific search engines to identify pertinent sources. After that, researchers examined the selected literature sources, systematically identifying significant information such as research methodology, results, and conclusions.

Furthermore, researchers employed a series of interconnected procedures as outlined by Snyder (2019) that included the design of the review, its execution, the analysis of the results, and the composition of the review's findings. In this instance, researchers are engaged in the process of synthesizing extant literature to discern the primary tenets and contributions of each. Afterwards, researchers compared findings methodically from diverse pieces of literature to identify the similarities, differences, and contradictions. Researchers then synthesized findings from various pieces of literature to develop a more comprehensive and insightful understanding of the research topic. In the final stage, researchers evaluated the credibility and reliability of the literature based on research methodology, data quality, and the sources that were used.

RESULTS AND DISCUSSION

Developing ESL/EFL learners' critical thinking skills.

Inquiry-based writing instruction is typically beneficial for English language learners to develop their critical thinking skills in English academic writing, which is systematically obtained through the process of conceptualizing, generating, comparing, analyzing, and synthesizing the data and sources (Alidmat & Ayassrah, 2017). Another study revealed that ESL/EFL learners could develop their critical thinking through pre-writing activities, exploring supporting arguments, analyzing various sources for topic formulation, and connecting the conceptual understanding with the sociocultural backgrounds (Derseh, 2020). These processes promote the activation of students' cognitive development in the development of scientific writing ideas (Gupta et al., 2015).

Furthermore, Ghaemi and Mirsaeed (2017) researched the impact of the inquiry-based writing instruction approach on the critical skills of English Foreign Language learners. The results show that inquiry-based writing instruction enables students to develop critical thinking based on the writing themes that guide them in following the procedures: engagement, exploration, explanation, elaboration, assessment, and reflection. In the same vein, inquiry-based writing instruction can optimally develop learners' analytical thinking skills in constructing qualified and reasonable ideas and evaluative aspects of English academic writing (Tahira & Haider, 2019; Wale & Bishaw, 2020). Therefore, Marshall (2013) provided a comprehensive description of the interrelated and organized activities in inquiry-based writing instruction: engagement, explanation, elaboration, assessment, and reflection.

Engagement

Engagement represents the initial phase of inquiry-based writing instruction. According to Effatpanah et al. (2019), the implementation of this instructional strategy enabled the mobilization of students' existing knowledge and skills. The development of this process can be facilitated by engaging in brainstorming sessions to generate a comprehensive list of potential questions, ideas, and issues (Wale & Bogale, 2021). ESL/EFL learners could activate their contextual prior

knowledge to access the educational writing resources (Hirvela & Du, 2013). The process should be continuously revisited and discussed with both peers and instructors to ensure comprehensive and sustained engagement with the subject matter, drafting the topic, and providing the rationale. Practically, the engagement process can be conducted through pre-writing discourse (Li, 2007) and focus group discussion (Graham & Perin, 2007).

Explanation

This step is designed to facilitate the mastery of academic writing in English for ESL/EFL learners by integrating and applying the conceptual components they have previously acquired. According to Alberta (2004), this phase includes developing comparisons, contrasts, connecting ideas, combining, and synthesizing the data they have collected. The explanation phase can strengthen ESL/EFL learners' synthesizing comprehension strategy that leads them to achieve textual productivity, task achievement, and critical thinking in interrelated English academic writing composition (Mateos & Sole, 2019; Zhao & Hirvela, 2015).

Elaboration

In this stage, ESL/EFL learners are required to elaborate and transfer their ideas to real-world situations beyond school (Marshal, 2013). The objective of implementing the elaboration step is to achieve systematic, structural, and contextual measurement of academic writing (Biber & Gray, 2010). Concurrently, this expansion or development enhances ESL/EFL students' analytical skills within a theoretical framework for connecting new concepts, principles, and theories with real-world experiences and applying them to new situations. Marshal (2013) suggested that this step must incorporate the context into the English academic writing composition.

Assessment

Assessment is the fourth stage of inquiry-based writing instruction. In this part, the English academic writing composition is evaluated and deeply analyzed based on the quality, level, character, and limitations (Wette, 2010; Wale & Bogale, 2021). This process enables ESL/EFL learners to sharpen their content knowledge and English academic writing techniques such as paraphrasing strategy, summarizing development, text organization, linking devices function, lexical resources, literary terms, grammatical function, sentence construction model, and punctuation marks. It has been demonstrated that ESL/EFL learners possess the capacity to comprehend the technical intricacies inherent in the composition process (Wette, 2010). In the same vein, Xie (2016) discovered that evaluation empowers a broad understanding of advanced English academic writing and specifies suggestions for the English academic writing teaching and learning process. In practice, the process is carried out by means of formative peer feedback and mobile-mediated peer review (Farahani et al., 2019), in terms of the content distribution, sentence construction model, linguistic features incorporation, and writing composition style (Huisman et al., 2018).

Reflection

Reflection, which is academically commonly regarded as self-development, is the last phase of inquiry-based writing instruction. The process of reflection is an integral component of

the construction of a written response, particularly in the context of academic writing (Fraser, 2002). The purpose is to rethink the efficiency and effectiveness of the writing composition (Grigorenko, 2021). Moreover, the process of reflection can facilitate the conceptualization of abstractions derived from written texts (Fraser, 2002). The implementation of this process is achievable through the use of the construction of reflective questionnaires (Grigorenko, 2021).

Filling the gaps in the ESL/EFL teaching and learning method of academic writing.

One of the prerequisites for implementing inquiry-based writing instruction in teaching and learning English academic writing is addressing existing limitations in established learning methodologies. The prevailing methodologies are characterized by their conventional nature and limited efficacy, a circumstance that necessitates exploration of alternative approaches (Azmar & Razali, 2024). The conventional or lecture method is not appropriate for analytical thinking development because of the dependency on textbook thinking, notes from lectures, and provided handouts (Paul & Elder, 2007). Consequently, the implementation of inquiry-based learning methodologies in academic writing instruction fosters student engagement and active learning (Derseh, 2020). This is a powerful mechanism for the development of ESL/EFL cognitive and metacognitive competence (Alghamdi & El-Hassan, 2020; Flora et al., 2020).

Producing accurate task achievement and lexicogrammar.

Alfaki's (2015) research examined English writing problems among university students, identifying various challenges encountered by English learners. These challenges encompassed errors in practice and mechanics, spelling, punctuation, capitalization, thesis statement writing, topic selection, conclusions, cohesion standards, and coherence. In particular, individuals engaged in the learning of English as a second or foreign language encounter challenges when attempting to construct grammatically and lexically accurate sentences (Tavanapour & Chalak, 2021). Consequently, inquiry-based writing instruction has been demonstrated to facilitate the production of task-oriented output and appropriate lexical-grammatical usage, task achievement, coherence, cohesion, lexical resources, grammatical range, and accuracy (Derseh, 2020; Wale & Bogale, 2021; Wale & Bishaw, 2020). For example, ESL/EFL learners can demonstrate their proficiency in descriptive writing and argumentative essays through an integrated process of inquiry-based writing instruction (Alarcon & Morales, 2011). The study demonstrated that the implementation of discovery-based writing learning methods had a positive impact on the grammatical accuracy of ESL/EFL students (Graham & Perin, 2007).

CONCLUSION

Based on the discussion and analysis of the previous literature and supporting sources, the study indicates that inquiry-based writing instruction has a vital role in teaching and learning English academic writing. The reviewed literature suggests that inquiry-based writing instruction can support English language learners in developing critical thinking skills. This method is regarded as an alternative that fills gaps in existing learning methods for teaching and learning academic writing. Additionally, inquiry-based writing instruction is also a beneficial method for students to produce writing compositions that address task achievement, coherence, cohesion, lexical resources, grammatical range, and accuracy.

The implication of this method concerns teachers' preparation in English language teaching and learning since the process is implemented to replace the teacher-centered approach with a learner-centered approach supported by the discovery learning method. Consequently, teachers must create and improve materials development for each learner to be actively involved by incorporating multiple forms of communication and implementing inquiry-based writing instruction to build the efficacy of writing instruction. Furthermore, English teachers must identify the students' identities and provide understandable materials and inputs, and design different instructions, assessments, and evaluation questions. Finally, English teachers serve as the facilitators and instructors to involve English learners in an active learning process.

However, this study is limited by its reliance on findings from previously published literature rather than primary empirical data. Variations in the contexts, participants, instructional procedures, and research designs of the reviewed studies may also limit the comparability and generalizability of the findings. Future research should therefore employ empirical studies to examine the implementation and effectiveness of inquiry-based writing instruction across diverse ESL/EFL contexts and learner populations. Comparative or longitudinal studies could further investigate which instructional procedures and forms of scaffolding most effectively support the development of academic writing competence.

REFERENCES

- Agustina, I. W. (2020). Guided peer review to improve students' essay writing competence: A classroom action research. *STAIRS: English Language Education Journal*, 1(1), 21–27. <https://doi.org/10.21009/stairs.1.1.3>
- Ahmad, M., Faryal, S., & Rauf, S. (2023). Analysis of morphological errors in English written texts by ESL learners. *Global Language Review*, VIII, 33-43.
- Al Fadda, H. (2012). Difficulties in academic writing: From the perspective of King Saud University postgraduate students. *English Language Teaching*, 5(3), 123– 130.
- Alarcon, J. B., & Morales, K. N. S. (2011). Grammatical cohesion in students' argumentative essay. *Journal of English and Literature*, 2(5), 114-127.
- Alberta, L. (2004). *Focus on inquiry: A teacher's guide to implementing inquiry-based learning*. Edmonton, T5L 4X9, Canada.
- Alfaki, I. M. (2015). University students' English writing problems: Diagnosis and remedy. *International Journal of English Language Teaching*, 3(3), 40 - 52.
- Alghamdi, & El-Hassan, W. S. (2020). Interdisciplinary inquiry-based teaching and learning of sustainability in Saudi Arabia. *Journal of Teacher Education for Sustainability*, 22(2), 121– 139. <https://doi.org/10.2478/jtes-2020-0020>
- Alidmat, A.O., & Ayassrah, M.A. (2017). Developing critical thinking skills through writing tasks: Challenges facing maritime English students at Aqaba College, AlBalqa Applied University, Jordan. *The International Journal of Higher Education*, 6(3), 82-90.
- AlMarwani, M. (2020). Academic writing: Challenges and potential solutions. *Arab World English Journal (AWEJ), Special Issue on CALL*, 6, 114–121. <https://doi.org/10.24093/awej/call6.8>
- Ariyanti, A. (2016). Shaping students' writing skills: The study of fundamental aspects in mastering academic writing. *Indonesian Journal of EFL and Linguistics*, 1(1). <https://doi.org/10.21462/ijefll.v1i1.5>

- Azmar, K., & Razali, A. B. (2024). Teaching and learning of English academic writing in a Public University in Malaysia: A case study. *International Journal of Instruction*, 17(4), 645-668. DOI: 10.29333/iji.2024.17436a
- Biber, D., & Gray, B. (2010). Challenging stereotypes about academic writing: Complexity, elaboration, explicitness. *Journal of English for Academic Purposes*, 9(1), 2 – 20.
- Derseh, B. (2020). Enhancing EFL students' writing performance through inquiry-based learning. *Italian Journal of Educational Research*, 24(1), 138-156.
- Effatpanah, F., Baghaei, P., & Boori, A. A. (2019). Diagnosing EFL learners' writing ability: A diagnostic classification modeling analysis. *Language Testing in Asia*, 9(1), 1-23.
- Farahani, A. A. K., Nemati, M., & Nazari Montazer, M. (2019). Assessing peer review pattern and the effect of face-to-face and mobile-mediated modes on students' academic writing development. *Language Testing in Asia*, 9, Article 18. <https://doi.org/10.1186/s40468-019-0094-7>
- Fatimah, F., & Masduqi, H. (2017). Research trends in EFL writing in Indonesia: Where art thou. *Journal of Teaching and Education*, (1), 89-98.
- Flora, F., Raja, P., & Mahpul. (2020). Discovery learning strategy: Integrating think-pair-share and teacher's corrective feedback to enhance students' writing language accuracy. *International Journal of Education and Practice*, 8(4), 733 – 745.
- Fraser, W. (2002). *The role of reflection in the Canadian Academic English Language (CAEL) Assessment*. Carleton University.
- Ghaemi, F., & Mirsaeed, S. J. G. (2017). The impact of inquiry-based learning approach on critical thinking skills of EFL students. *EFL Journal*, 2(2), 89-102.
- Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve the writing of adolescents in middle and high schools – A Report to Carnegie Corporation of New York*. Washington, DC: Alliance for an excellent education.
- Grigorenko, A. M. (2021). Developing academic writing skills through reflection. *Social and Behavioural Sciences EpSBS*, 1(1), 246 -253.
- Gupta, T., Burke, K. A., Mehta, A., & Greenbowe, T. J. (2015). Impact of guided-inquiry-based instruction with a writing and reflection emphasis on chemistry students' critical thinking abilities. *Journal of Chemical Education*, 92(1), 32–38. <https://doi.org/10.1021/ed500059r>
- Hirvela, A., & Du, Q. (2013). “Why am I paraphrasing?”: Undergraduate ESL writers' engagement with source-based academic writing and reading. *Journal of English for Academic Purposes*, 12(2), 87–98. <https://doi.org/10.1016/j.jeap.2012.11.005>
- Huisman, B., Saab, N., van Driel, J., & van den Broek, P. (2018). Peer feedback on academic writing: Undergraduate students' peer feedback role, peer feedback perceptions and essay performance. *Assessment & Evaluation in Higher Education*, 43(6), 955–968. <https://doi.org/10.1080/02602938.2018.1424318>
- Jamoom, O. A. (2021). EFL students' needs for improving their writing skills. *Scholars International Journal of Linguistics and Literature*, 4(4), 106-111.
- Jesson, J., & Lacey, F. (2006). How to do (or not to do) a critical literature review. *Pharmacy Education*, 6(2), 139–148. <https://doi.org/10.1080/15602210600616218>
- Khazaal, E. N. (2019). Improving postgraduates' academic writing skills with summarizing strategy. *Arab World English Journal*, 10(3), 413 - 428.

- Koross, B. T. (2012). The use of oral language approaches in developing writing skills in English language among Kalenjin secondary school students in Rift Valley–Kenya. *Developing Country Studies*, 2(10), 28–36.
- Kurniati, W., Wijaya, M. S., & Rohmatillah, R. (2020). Fostering students' descriptive text writing ability: Please strategy vs. Idea details strategy. *Pedagogy: Journal of English Language Teaching*, 8(1), 34-42.
- Li, L. Y. (2007). Exploring the use of focused free writing in developing academic writing. *Journal of University Teaching & Learning Practice*, 4(1), 46-60.
- Mallia, J. (2017). Strategies for developing English academic writing skills. *Arab World English Journal (AWEJ)*, 8.
- Marshall, J. C. (2013). *Succeeding with inquiry in science and math classrooms*. ASCD.
- Mateos, & Sole, I. (2009). Synthesizing information from various texts: A study of procedures and products at different educational levels. *European Journal of Psychology of Education*, 24(4), 435 - 451.
- Maulidia, N. I. A., & Sulistyningrum, S. D. (2021). Employing online paraphrasing tools to overcome students' difficulties in paraphrasing. *STAIRS: English Language Education Journal*, 2(1), 52–59. <https://doi.org/10.21009/stairs.2.1.7>
- Misbah, H., & Kurniawan, F. (2019). Students' problems of dealing with lecturer's indirect corrective feedback on argumentative writing. *Pedagogy: Journal of English Language Teaching*, 6(2), 107-120.
- Myhill, D., Ahmed, A. M., Abdollahzadeh, E., & Rezk, L. M. (2024). Qatari student writers' metalinguistic understanding of transitions in L2 English written argument. *Language Awareness*, 1-19.
- Myles, J. (2002). Second language writing and research: The writing process and error analysis in student texts. *TESL-EJ*, 6(2), 1-20.
- Nalliveetil, G. M., & Mahasneh, A. (2017). Developing competence in basic writing skills: Perceptions of EFL undergraduates. *International Journal of Applied Linguistics and English Literature*, 6(7), 323-341.
- Pardede, P. (2024). Collaborative writing in EFL settings: A review. *Journal of English Teaching*, 10(1), 92-109. <https://doi.org/10.33541/jet.v10i1.5631>
- Paré, G., & Kitsiou, S. (2017). Methods for literature reviews. In F. Lau & C. Kuziemsky (Eds.), *Handbook of eHealth evaluation: An evidence-based approach* (pp. 157–180). University of Victoria.
- Paul, R., & Elder, L. (2019). *A guide for educators to critical thinking competency standards: Standards, principles, performance indicators, and outcomes with a critical thinking master rubric*. Rowman & Littlefield. <https://doi.org/10.5771/9781538133934>
- Phuket, P. R. N., & Othman, N. B. (2015). Understanding EFL students' errors in writing. *Journal of Education and Practice*, 6(32), 99-106.
- Pratiwi, V. U. (2020). Improving students' writing skills through collaborative learning: A case study of senior high school Veteran 1 of Sukoharjo. *Theory and Practice in Language Studies*, 10(5), 527-535.
- Rao, P. S. (2017). Developing writing skills among the EFL/ESL learners. *Research Journal of English*, 2(3), 52-63.

- Samingan, A. (2017). A syntactical interference found in EFL students' English composition. *Pedagogy: Journal of English Language Teaching*, 5(2), 102-112.
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Srinawati, W., & Alwi, R. (2020). Critical thinking ability in EFL students' argumentative essay writing: The difficulties and the strategies. *Jurnal Serambi Ilmu*, 21(2), 200-210.
- Tahira, M., & Haider, G. (2019). The role of critical thinking in academic writing: An investigation of EFL students' perceptions and writing experiences. *International Online Journal of Primary Education*, 8(1), 1 - 30.
- Tavanapour, S., & Chalak, A. (2021). Impact of inquiry learning method on the grammatical accuracy of Iranian EFL learners' writing. *International Journal of Research in English Education*, 6(3), 86 - 95.
- Taweel, A. Q. (2020). Discourse markers in the academic writing of Arab students of English: A corpus-based approach. *Theory and Practice in Language Studies*, 10 (5), 569-575.
- Wale, B. D., & Bishaw, K. S. (2020). Effects of using inquiry-based learning on EFL students' critical thinking skills. *Asian-Pacific Journal of Second and Foreign Language Education*, 5(9), 1-14.
- Wale, B. D., & Bogale, Y. N. (2021). Using inquiry-based writing instruction to develop students' academic writing skills. *Asian-Pacific Journal of Second and Foreign Language Education*, 6, Article 4. <https://doi.org/10.1186/s40862-020-00108-9>
- Wette, R. (2010). Evaluating student learning in a university-level EAP unit on writing using sources. *Journal of Second Language Writing*, 19(3), 158-177.
- Xie, J. (2016). Direct or indirect? Critical or uncritical? Evaluation in Chinese English-major MA thesis literature reviews. *Journal of English for Academic Purposes*, 23, 1–15. <https://doi.org/10.1016/j.jeap.2016.05.001>
- Xudong, D., Cheng, L. K., Varaprasad, C., & Leng, L. M. (2010). Academic writing development of ESL/EFL graduate students in NUS. *Reflections on English Language Teaching*, 9(2), 119-138.
- Zhao, R., & Hirvela, A. (2015). Undergraduate ESL students' engagement in academic reading and writing in learning to write a synthesis paper. *Reading in a Foreign Language*, 27(2), 219–241. <https://doi.org/10.64152/10125/66891>